

# Years 9 and 10 standard elaborations — Australian Curriculum: French

## Years 7 to 10 sequence

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### Purpose

The standard elaborations (SEs) provide additional clarity when using the Australian Curriculum achievement standard to make judgments on a five-point scale. They can be used as a tool for:

- making consistent and comparable judgments about the evidence of learning in a folio of student work
- developing task-specific standards for individual assessment tasks.

### Structure

The SEs are developed using the **Australian Curriculum achievement standard**. The Australian Curriculum organises the achievement standard following a two-paragraph structure. In the languages SEs the first paragraph focuses on **communicating** and the second paragraph focuses on **understanding**.

Australian Curriculum languages have two entry points: Prep\* and Year 7, and SEs are provided for the two sets of achievement standards:

- Prep to Year 10 sequence
- Years 7 to 10 sequence.

The achievement standard for languages describes the learning expected of students at the end of each band of years. Teachers use the achievement standard during and at the end of a period of teaching to make on-balance judgments about the quality of learning students demonstrate. Performance is represented in terms of complexity and familiarity of the standard being assessed.

In Queensland the achievement standard represents the **C standard** — a sound level of knowledge and understanding of the content, and application of skills. The discernible differences or degrees of quality associated with the five-point scale are highlighted to identify the characteristics of student work on which teacher judgments are made. Links to the achievement standard, e.g. ([AS1](#)), are provided where the achievement standard has additional examples for the descriptor. Terms are described in the Notes section following the matrix.

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\* Prep in Queensland is the Foundation Year of the Australian Curriculum and refers to the year before Year 1. Children beginning Prep in January must be five years of age by 30 June.

By the end of Year 10, students use written and spoken French to socialise with peers, teachers and other French speakers in local contexts and online environments. They communicate about immediate and personal interests and involvements (such as family, friends, interests [AS1](#)), and some broader social and cultural issues (such as health, social media, international experience, the environment [AS2](#)). They approximate rhythms and intonation patterns of extended and compound sentences, using syllable combinations, and building fluency and accuracy in pronunciation, pitch and stress. They use the *passé composé* tense of regular verbs with *avoir* and *être*, noticing that the *participe passé* form of verbs with *être* involves gender and number agreement. They identify the form and function of reflexive verbs (such as *se laver*, *se lever* [AS3](#)) and use appropriate forms of possessive adjectives in own language production. They locate, interpret and analyse information from different print, digital and community sources, and communicate information, ideas and views in a range of contexts using different modes of presentation. They use expressive and descriptive vocabulary to talk about feelings and experiences. They create imaginative and performative texts for a range of purposes, such as entertaining or persuading [AS4](#). They use French to narrate and describe, matching modes of presentation to context and intended audience. They create bilingual texts (such as guides, event commentaries, cultural glossaries [AS5](#)), and interpret observed interactions in terms of cultural practices and comparisons.

Students identify differences between spoken and written forms of French, comparing these with English and other known languages. They identify the importance of non-verbal elements of communication, such as facial expressions, gestures and intonation [AS6](#). They make distinctions between familiar text types, such as greetings, instructions and menus [AS7](#), commenting on differences in language features and text structures. They use metalanguage for talking about language (such as formal and informal language, body language [AS8](#)) and for reflecting on the experience of French language and culture learning. They identify relationships between parts of words (such as suffixes, prefixes [AS9](#)) and stems of words (such as *préparer*, *préparation*; *le marché*, *le supermarché*, *l'hypermarché* [AS10](#)). Students identify the validity of different perspectives, and make comparisons across languages and cultures, drawing from texts which relate to familiar routines and daily life (for example, *la vie scolaire*, *la famille*, *les courses*, *les loisirs*, *la cuisine* [AS11](#)). They explain to others French terms and expressions that reflect cultural practices (such as *bon appétit*, *bonne fête* [AS12](#)). They reflect on their own cultural identity in light of their experience of learning French, discussing how their ideas and ways of communicating are influenced by their membership of cultural groups.

<b>Key</b>	<a href="#">AS1</a> , <a href="#">ASx</a> Examples not included in the matrix are keyed numerically and cross-referenced in the matrix.
<b>Source</b>	Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum Version 8 French for Foundation–10</i> , <a href="http://www.australiancurriculum.edu.au/f-10-curriculum/languages/French">www.australiancurriculum.edu.au/f-10-curriculum/languages/French</a>

# Years 9 and 10 French standard elaborations

	A	B	C	D	E
<b>The folio of a student's work has the following characteristics:</b>					
<b>Communicating</b>	<b>fluent</b> use of written and spoken French to socialise with peers, teachers and other French speakers in local contexts and online environments	<b>effective</b> use of written and spoken French to socialise with peers, teachers and other French speakers in local contexts and online environments	use of written and spoken French to socialise with peers, teachers and other French speakers in local contexts and online environments	<b>partial</b> use of written and spoken French to socialise with peers, teachers and other French speakers in local contexts and online environments	<b>fragmented</b> use of written and spoken French to socialise with peers, teachers and other French speakers in local contexts and online environments
	<b>fluent</b> communication about: <ul style="list-style-type: none"> <li>immediate and personal interests and involvements</li> <li>some broader social and cultural issues</li> </ul>	<b>effective</b> communication about: <ul style="list-style-type: none"> <li>immediate and personal interests and involvements</li> <li>some broader social and cultural issues</li> </ul>	communication about: <ul style="list-style-type: none"> <li>immediate and personal interests and involvements (AS1)</li> <li>some broader social and cultural issues (AS2)</li> </ul>	<b>partial</b> communication about: <ul style="list-style-type: none"> <li>immediate and personal interests and involvements</li> <li>some broader social and cultural issues</li> </ul>	<b>fragmented</b> communication about: <ul style="list-style-type: none"> <li>immediate and personal interests and involvements</li> <li>some broader social and cultural issues</li> </ul>
	<b>considered</b> approximation of rhythms and intonation patterns of extended and compound sentences, with: <ul style="list-style-type: none"> <li><b>accurate</b> use of syllable combinations</li> <li><b>purposeful</b> building of fluency and accuracy in pronunciation, pitch and stress</li> </ul>	<b>effective</b> approximation of rhythms and intonation patterns of extended and compound sentences, with: <ul style="list-style-type: none"> <li><b>effective</b> use of syllable combinations</li> <li><b>effective</b> building of fluency and accuracy in pronunciation, pitch and stress</li> </ul>	approximation of rhythms and intonation patterns of extended and compound sentences, with: <ul style="list-style-type: none"> <li>use of syllable combinations</li> <li>building of fluency and accuracy in pronunciation, pitch and stress</li> </ul>	<b>partial</b> approximation of rhythms and intonation patterns of extended and compound sentences, with: <ul style="list-style-type: none"> <li><b>partial</b> use of syllable combinations</li> <li><b>partial</b> building of fluency and accuracy in pronunciation, pitch and stress</li> </ul>	<b>fragmented</b> approximation of rhythms and intonation patterns of extended and compound sentences, with: <ul style="list-style-type: none"> <li><b>fragmented</b> use of syllable combinations</li> <li><b>fragmented</b> building of fluency and accuracy in pronunciation, pitch and stress</li> </ul>
	<b>considered</b> use of the <i>passé composé</i> tense of regular verbs with <i>avoir</i> and <i>être</i> , noticing that the <i>participe passé</i> form of verbs with <i>être</i> involve gender and number agreement	<b>effective</b> use of the <i>passé composé</i> tense of regular verbs with <i>avoir</i> and <i>être</i> , noticing that the <i>participe passé</i> form of verbs with <i>être</i> involve gender and number agreement	use of the <i>passé composé</i> tense of regular verbs with <i>avoir</i> and <i>être</i> , noticing that the <i>participe passé</i> form of verbs with <i>être</i> involve gender and number agreement	<b>partial</b> use of the <i>passé composé</i> tense of regular verbs with <i>avoir</i> and <i>être</i> , noticing that the <i>participe passé</i> form of verbs with <i>être</i> involve gender and number agreement	<b>fragmented</b> use of the <i>passé composé</i> tense of regular verbs with <i>avoir</i> and <i>être</i>

	A	B	C	D	E
<b>Communicating</b>	<ul style="list-style-type: none"> <li>• <b>accurate</b> identification of the form and function of reflexive verbs</li> <li>• <b>considered</b> use of appropriate forms of possessive adjectives in own language production</li> </ul>	<ul style="list-style-type: none"> <li>• <b>informed</b> identification of the form and function of reflexive verbs</li> <li>• <b>informed</b> use of appropriate forms of possessive adjectives in own language production</li> </ul>	<ul style="list-style-type: none"> <li>• identification of the form and function of reflexive verbs (AS3)</li> <li>• use of appropriate forms of possessive adjectives in own language production</li> </ul>	<ul style="list-style-type: none"> <li>• <b>partial</b> identification of the form and function of reflexive verbs</li> <li>• <b>partial</b> use of appropriate forms of possessive adjectives in own language production</li> </ul>	<ul style="list-style-type: none"> <li>• <b>fragmented</b> identification of the form and function of reflexive verbs</li> <li>• <b>fragmented</b> use of appropriate forms of possessive adjectives in own language production</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>purposeful</b> location, interpretation and analysis of information from different print, digital and community sources</li> <li>• <b>purposeful</b> communication of information, ideas and views in a range of contexts using different modes of presentation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>effective</b> location, interpretation and analysis of information from different print, digital and community sources</li> <li>• <b>effective</b> communication of information, ideas and views in a range of contexts using different modes of presentation</li> </ul>	<ul style="list-style-type: none"> <li>• location, interpretation and analysis of information from different print, digital and community sources</li> <li>• communication of information, ideas and views in a range of contexts using different modes of presentation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>partial</b> location, interpretation and analysis of information from different print, digital and community sources</li> <li>• <b>partial</b> communication of information, ideas and views in a range of contexts using different modes of presentation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>fragmented</b> location, interpretation and analysis of information from different print, digital and community sources</li> <li>• <b>fragmented</b> communication of information, ideas and views in a range of contexts using different modes of presentation</li> </ul>
	<b>fluent</b> use of expressive and descriptive vocabulary to talk about feelings and experiences	<b>effective</b> use of expressive and descriptive vocabulary to talk about feelings and experiences	use of expressive and descriptive vocabulary to talk about feelings and experiences	<b>partial</b> use of expressive and descriptive vocabulary to talk about feelings and experiences	<b>fragmented</b> use of expressive and descriptive vocabulary to talk about feelings and experiences
	<b>accurate</b> creation of imaginative and performative texts for a range of purposes	<b>effective</b> creation of imaginative and performative texts for a range of purposes	creation of imaginative and performative texts for a range of purposes (AS4)	<b>partial</b> creation of imaginative and performative texts for a range of purposes	<b>fragmented</b> creation of imaginative and performative texts for a range of purposes
	<b>fluent</b> use of French to narrate and describe, with <b>considered</b> matching of modes of presentation to context and intended audience	<b>effective</b> use of French to narrate and describe, with <b>effective</b> matching of modes of presentation to context and intended audience	use of French to narrate and describe, with matching of modes of presentation to context and intended audience	<b>partial</b> use of French to narrate and describe, with <b>partial</b> matching of modes of presentation to context and intended audience	<b>fragmented</b> use of French to narrate and describe, with <b>fragmented</b> matching of modes of presentation to context and intended audience

	A	B	C	D	E
Communicating	<ul style="list-style-type: none"> <li>creation of <b>accurate</b> bilingual texts</li> <li><b>considered</b> interpretation of observed interactions in terms of cultural practices and comparisons</li> </ul>	<ul style="list-style-type: none"> <li>creation of <b>effective</b> bilingual texts</li> <li><b>effective</b> interpretation of observed interactions in terms of cultural practices and comparisons</li> </ul>	<ul style="list-style-type: none"> <li>creation of bilingual texts (<b>AS5</b>)</li> <li>interpretation of observed interactions in terms of cultural practices and comparisons</li> </ul>	<ul style="list-style-type: none"> <li>creation of <b>partial</b> bilingual texts</li> <li><b>partial</b> interpretation of observed interactions in terms of cultural practices and comparisons</li> </ul>	<ul style="list-style-type: none"> <li>creation of <b>fragmented</b> bilingual texts</li> <li><b>statements about</b> observed interactions</li> </ul>
Understanding	<b>accurate</b> identification of differences between spoken and written forms of French, and comparison of these with English and other known languages	<b>effective</b> identification of differences between spoken and written forms of French, and comparison of these with English and other known languages	identification of differences between spoken and written forms of French, and comparison of these with English and other known languages	<b>partial</b> identification of differences between spoken and written forms of French, and comparison of these with English and other known languages	<b>fragmented</b> identification of differences between spoken and written forms of French, and comparison of these with English and other known languages
	<b>accurate</b> identification of the importance of non-verbal elements of communication	<b>effective</b> identification of the importance of non-verbal elements of communication	identification of the importance of non-verbal elements of communication ( <b>AS6</b> )	<b>partial</b> identification of the importance of non-verbal elements of communication	<b>fragmented</b> identification of the importance of non-verbal elements of communication
	making <b>purposeful</b> distinctions between familiar text types, with <b>considered</b> comments on differences in language features and text structures	making <b>informed</b> distinctions between familiar text types, with <b>informed</b> comments on differences in language features and text structures	making distinctions between familiar text types ( <b>AS7</b> ), with comments on differences in language features and text structures	making <b>partial</b> distinctions between familiar text types, with <b>partial</b> comments on differences in language features and text structures	making <b>fragmented</b> distinctions between familiar text types, with <b>fragmented</b> comments on differences in language features and text structures
	<b>purposeful</b> location, accurate interpretation and considered analysis of information from different print, digital and community sources	<b>effective</b> location, effective interpretation and informed analysis of information from different print, digital and community sources	location, interpretation and analysis of information from different print, digital and community sources	<b>partial</b> location, basic interpretation and aspects of analysis of information from different print, digital and community sources	<b>fragmented</b> location, elements of interpretation and statements about analysis of information from different print, digital and community sources

	A	B	C	D	E
<b>Understanding</b>	<p><b>purposeful</b> use of metalanguage for:</p> <ul style="list-style-type: none"> <li>• talking about language</li> <li>• reflecting on the experience of French language and culture learning</li> </ul>	<p><b>effective</b> use of metalanguage for:</p> <ul style="list-style-type: none"> <li>• talking about language</li> <li>• reflecting on the experience of French language and culture learning</li> </ul>	<p>use of metalanguage for:</p> <ul style="list-style-type: none"> <li>• talking about language (AS8)</li> <li>• reflecting on the experience of French language and culture learning</li> </ul>	<p><b>partial</b> use of metalanguage for:</p> <ul style="list-style-type: none"> <li>• talking about language</li> <li>• reflecting on the experience of French language and culture learning</li> </ul>	<p><b>fragmented</b> use of metalanguage for:</p> <ul style="list-style-type: none"> <li>• talking about language</li> <li>• reflecting on the experience of French language and culture learning</li> </ul>
	<p><b>considered</b> identification of relationships between parts of words and stems of words</p>	<p><b>informed</b> identification of relationships between parts of words and stems of words</p>	<p>identification of relationships between parts of words (AS9) and stems of words (AS10)</p>	<p><b>partial</b> identification of relationships between parts of words and stems of words</p>	<p><b>fragmented</b> identification of relationships between parts of words and stems of words</p>
	<ul style="list-style-type: none"> <li>• <b>considered</b> identification of the validity of different perspectives</li> <li>• making <b>accurate</b> comparisons across languages and cultures, drawing from texts which relate to familiar routines and daily life</li> </ul>	<ul style="list-style-type: none"> <li>• <b>informed</b> identification of the validity of different perspectives</li> <li>• making <b>effective</b> comparisons across languages and cultures, drawing from texts which relate to familiar routines and daily life</li> </ul>	<ul style="list-style-type: none"> <li>• identification of the validity of different perspectives</li> <li>• making comparisons across languages and cultures, drawing from texts which relate to familiar routines and daily life (AS11)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>partial</b> identification of the validity of different perspectives</li> <li>• making <b>partial</b> comparisons across languages and cultures, drawing from texts which relate to familiar routines and daily life</li> </ul>	<ul style="list-style-type: none"> <li>• <b>fragmented</b> identification of the validity of different perspectives</li> <li>• making <b>fragmented</b> comparisons across languages and cultures, drawing from texts which relate to familiar routines and daily life</li> </ul>
	<p><b>considered</b> explanation to others about French terms and expressions that reflect cultural practices</p>	<p><b>effective</b> explanation to others about French terms and expressions that reflect cultural practices</p>	<p>explanation to others about French terms and expressions that reflect cultural practices (AS12)</p>	<p><b>partial</b> explanation to others about French terms and expressions that reflect cultural practices</p>	<p><b>fragmented</b> explanation to others about French terms and expressions that reflect cultural practices</p>
	<p><b>purposeful</b> reflection on their own cultural identity in light of their experience of learning French, with <b>purposeful</b> discussion of how their ideas and ways of communicating are influenced by their membership of cultural groups</p>	<p><b>informed</b> reflection on their own cultural identity in light of their experience of learning French, with <b>informed</b> discussion of how their ideas and ways of communicating are influenced by their membership of cultural groups</p>	<p>reflection on their own cultural identity in light of their experience of learning French, with discussion of how their ideas and ways of communicating are influenced by their membership of cultural groups</p>	<p><b>partial</b> reflection on their own cultural identity in light of their experience of learning French, with discussion of how their ideas and ways of communicating are influenced by their membership of cultural groups</p>	<p><b>fragmented</b> reflection on their own cultural identity in light of their experience of learning French, with <b>fragmented</b> discussion of how their ideas and ways of communicating are influenced by their membership of cultural groups</p>

**Key** **shading** emphasises the **qualities that discriminate between the A–E descriptors**: (AS1), (ASx) is a cross-reference to an example in the **achievement standard**

# Notes

## Australian Curriculum common dimensions

The SEs describe the qualities of achievement in the two dimensions common to all Australian Curriculum learning area achievement standards — understanding and skills.

Dimension	Description
<b>understanding</b>	the concepts underpinning and connecting knowledge in a learning area, related to a student's ability to appropriately select and apply knowledge to solve problems in that learning area
<b>skills</b>	the specific techniques, strategies and processes in a learning area

## Terms used in Years 9 and 10 French SEs

These terms clarify the descriptors in the Years 9 and 10 French SEs. Definitions are drawn from the ACARA Australian Curriculum Languages glossary ([www.australiancurriculum.edu.au/f-10-curriculum/languages/glossary](http://www.australiancurriculum.edu.au/f-10-curriculum/languages/glossary)) and from other sources to ensure consistent understanding.

Term	Description
<b>accuracy; accurate</b>	consistent with a standard, rule, convention or known facts; in Languages, <i>accurate</i> is the production of structurally correct forms of the target language
<b>apply</b>	use or employ in a particular situation
<b>aspects</b>	particular parts or features
<b>basic</b>	fundamental; simple, elementary
<b>bilingual</b>	ability to use two or more languages
<b>communicating</b>	a mutual and reciprocal exchange of meaning; in Languages, <i>communicating</i> refers to using language for communicative purposes in interpreting, creating and exchanging meaning; this includes: <ul style="list-style-type: none"><li>• listening and speaking in relation to relevant domains of language use and text types</li><li>• reading and writing in relation to relevant domains of language use and text types</li><li>• communicating strategies</li><li>• translating and interpreting</li><li>• reflecting on intercultural language use;</li></ul> students demonstrate <i>communicating</i> by: <ul style="list-style-type: none"><li>• describing the performance in the target language, both oral and written</li><li>• showing evidence of written and spoken French to communicate with teachers, peers and others in a range of settings and for a range of purposes</li></ul>
<b>complex sentence</b>	a sentence with one or more elements in addition to the main or independent idea or clause; in the following examples, the subordinate clauses are indicated by square brackets: <ul style="list-style-type: none"><li>• 'I took my umbrella [because it was raining]'</li><li>• 'The man [who came to dinner] is my brother.'</li></ul>

Term	Description
<b>confident</b>	<p>assured;</p> <p>in Languages, <i>confident</i> students have a detailed knowledge and understanding of the target language, by being able to use the target language in the correct context; they can:</p> <ul style="list-style-type: none"> <li>• elaborate or explain the decisions made in response to the assessment provided</li> <li>• manipulate the language when translating to maintain the intent of the target language</li> </ul>
<b>considered</b>	<p>thought about deliberately with a purpose;</p> <p>in French, <i>considered</i> responses mean students demonstrate a <b>confident</b> understanding and appreciation of the cultural and linguistic knowledge and irregularities of the language</p>
<b>culture</b>	<p>a framework in which things come to be seen as having meaning; it involves the lens through which:</p> <ul style="list-style-type: none"> <li>• people see, think, interpret the world and experience</li> <li>• make assumptions about self and others</li> <li>• understand and represent individual and community identity</li> </ul>
<b>demonstrate; demonstration</b>	<p>give a practical exhibition or explanation</p>
<b>discuss; discussion</b>	<p>talk or write about a topic, taking in to account different issues or ideas</p>
<b>distinction</b>	<p>the recognising or noting of differences; discrimination</p>
<b>description; describe</b>	<p>give an account of characteristics or features</p>
<b>effective; effectively</b>	<p>meeting the assigned purpose in a way that produces a desired or intended result; in Languages, <i>effective</i> refers to being able to apply cultural and linguistic knowledge, with possible irregularities in responses provided; this includes:</p> <ul style="list-style-type: none"> <li>• effective use of a range of vocabulary and grammar</li> <li>• the meaning of familiar language is accurately demonstrated; complex language may be misinterpreted</li> <li>• subtleties maybe overlooked</li> <li>• cultural meanings are evident in responses but may not be fully developed;</li> </ul> <p>students demonstrate <i>effective usage</i> in the four major language skills:</p> <ul style="list-style-type: none"> <li>• listening — the speaker’s attitude, purpose and intentions are recognised</li> <li>• reading — the purpose of the text and the writer’s perspective and intention are recognised</li> <li>• writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent</li> <li>• speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation</li> </ul>
<b>element</b>	<p>a component or constituent part of a whole; any word, group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning;</p> <p>in Languages, <i>elements</i> refers to a single word or <b>fragmented</b> group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning</p>
<b>explain; explanation</b>	<p>provide additional information that demonstrates understanding of reasoning and/or application</p>

Term	Description
<b>familiar</b>	well-acquainted; thoroughly conversant to be familiar with a subject; to be familiar with a method
<b>fluent; fluently; fluency</b>	able to speak, write, translate and interpret <a href="#">readily</a>
<b>formulaic language</b>	words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis, e.g. <ul style="list-style-type: none"> <li>• story starter: 'Once upon a time'</li> <li>• greeting in Australian English: 'G'day, how are you going?'</li> </ul>
<b>fragmented</b>	disjointed or isolated
<b>identification; identify</b>	to establish or indicate who or what someone or something is
<b>informed</b>	having relevant knowledge; being conversant with the topic; in Languages, <i>informed</i> refers to being able to apply cultural and linguistic knowledge; with possible irregularities in responses provided; this includes: <ul style="list-style-type: none"> <li>• a range of vocabulary and grammar used effectively</li> <li>• the meaning of familiar language is accurately demonstrated</li> <li>• subtleties maybe overlooked</li> <li>• cultural meaning are evident in responses but may not be fully developed;</li> </ul> students demonstrate <i>informed usage</i> in the four major language skills: <ul style="list-style-type: none"> <li>• listening — the speaker's attitude, purpose and intentions are recognised</li> <li>• reading — the purpose of the text and the writer's perspective and intention are recognised</li> <li>• writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent</li> <li>• speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation</li> </ul>
<b>interpret; interpretation</b>	explaining the meaning of information or actions; in the context of second language learning, <i>interpret</i> refers to two distinct processes: <ul style="list-style-type: none"> <li>• the act of translation from one language to another</li> <li>• the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others</li> </ul>
<b>locate; location</b>	to identify where something is found
<b>metalanguage</b>	a vocabulary used to discuss language conventions and use (e.g. language used to talk about grammatical terms such as sentence, clause, conjunction; or about the social and cultural nature of language, such as face, reciprocating, register)
<b>partial; partially</b>	attempted; incomplete evidence provided
<b>purposeful; purposefully</b>	intentional; done by design; focused and clearly linked to the goals of the task
<b>range</b>	the scope of relative situations or elements; a number or grouping of things in the same category or within specified limits; the extent to which, or the limits between which, variation is possible

Term	Description
<b>read; reading</b>	process visual or tactile symbols (e.g. braille), words or actions in order to derive and/or construct meaning; <i>reading</i> includes elements of decoding (of sounds and symbols), interpreting, critically analysing and reflecting upon meaning in a wide range of written, visual, print and non-print texts
<b>readily; ready</b>	promptly; quickly; easily; in a ready manner; willingly; fluent; this includes being <b>effective</b> and <b>informed</b>
<b>recognise; recognition</b>	to be aware of or acknowledge
<b>respond</b>	to react to a person or text
<b>speak</b>	convey meaning and communicate with purpose; some students participate in speaking activities using communication systems and assistive technologies to communicate wants and needs, and to comment about the world
<b>text</b>	an identified stretch of language, used as a means for communication or the focus of learning and investigation; <i>text forms</i> and conventions have developed to support communication with a variety of audiences for a range of purposes; texts can be written, spoken or multimodal and in print or digital/online forms; <i>multimodal texts</i> combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word, as in film or computer presentation media
<b>translation</b>	a process of translating words or text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words
<b>understand; understanding</b>	to perceive what is meant, grasp an idea, and to be thoroughly familiar with; in Languages, <i>understanding</i> refers to analysing language and culture as resources for interpreting and shaping meaning in intercultural exchange; this includes: <ul style="list-style-type: none"> <li>• knowledge of the language system</li> <li>• variability in language use</li> <li>• reflection on language and culture</li> </ul>
<b>use; using</b>	to operate or put into effect